Vol. 119 MARCH 16, 1936 No. 6

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The Editors Say...

Well — St. Louis found the schoolmen less concerned about *depression* than about *suppression* and *expression*. It was a stimulating conference. Read about it in this issue.

You never saw such an evenly well-written lot of stories as we had this year. Only a few of them could be discarded on first reading. Finally, after much comparison among the hundreds submitted in our Third Annual Short Story Contest, the judges were able to pick seven for the cash awards. We were surprised ourselves to discover that two of the seven are from outside the United States. In fact, the very first prize goes to a writer in British Columbia. Another goes to Mexico.

•

"Reader Viewpoints" is your own particular corner of the Journal. Put a pin in your opinion by writing it to the editor for that department.

If you or any of your associates are having trouble with that old ghost Discipline, which ought to be a good ghost and stay out of sight, be sure to read Irl Dulebohn's "This Matter of Discipline," on another page.

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Treasure Hunt

Strange that we editors, who like to make everything so orderly for you, should have let a few words get into a mess like the top of an editor's desk. But looky here: —

litefitbanyhanruamorouc

Scan the advertisements until you discover a series of four words composed of those letters. Mail your answer—the words and the name of the advertiser—speedily to Journal of Education Treasure Hunt, Six Park Street, Boston. If yours is the first correct solution to be mailed from your state, presto!—you've earned a four months' subscription to this treasureful magazine; for yourself if you haven't claimed a similar reward recently, otherwise for a friend. Your answer should be mailed not later than April 8.

Treasure for February 3 was "Purposeful Self Activity" on Page 64.

FOR TEACHERS OF ENGLISH

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By W. WILBUR HATFIELD, *Editor of* THE ENGLISH JOURNAL, *Head of the Department of English of the Chicago Teachers College, and Chairman of the Curriculum Commission of the National Council of Teachers of English, E. E. Lewis, Professor of Education, Ohio State University, and* ***several other authors actively engaged in teaching***

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

Volume 119 Boston, March 16, 1936 Number 6

World at Lessons

Stealing the Show

THE Department of Superintendence is essentially an organization of school superintendents and others engaged in school administration.

Yet an examination of any recent program of a February meeting of the department will show that most of the addresses at general sessions are by persons not engaged in public school administration.

At St. Louis, for example, barely a dozen local administrators figured on the platform at general sessions; while there were about twenty college professors, deans or presidents. The superintendents were outnumbered three to two. This does not include state superintendents, clergymen or professional politicians.

Do the superintendents really wish to sit and take it from the professors of education, at these yearly gatherings? Do they learn precisely what they wish to learn about their job from those specialists?

Or has the time arrived when the superintendents should recapture their convention from the theoretical experts and hold conferences more nearly their own; conferences which are more like clearing houses of experience in meeting knotty problems of the schools?

We have heard the theory advanced—we do not say it is true—that the doctors from a certain college like to bewilder and bedevil the superintendents with grand abstractions. No doubt these honored speakers enjoy being the centres of attention, of admiration, even of protest. But—do the superintendents get what they went for? What does it profit the boys and girls of their communities?

We have no axe to grind and nothing to be peeved about. Our sole purpose is to bring this point up for sober adjudication by the associated superintendents of the United States. It is their show—and some one else is stealing it.

Radio and Free Speech

IF FREEDOM of speech is to remain a reality in the United States, something must be done to break up the centralized control of radio—or to limit that control in such manner as to leave this newly developed channel of speech clear of monopoly.

In less than two decades, radio has become the magical means of multiplying the human voice to millions. The political and educational implications of this phenomenon have dawned upon the average citizen but slowly.

Freedom of every one to set up and operate a broadcasting station was found to lead into chaos. Federal licensing was a logical result of that drift.

Today, two major chains are virtually in position, between them, to decide what the American public shall or shall not hear.

Thus if the National Broadcasting Company and the Columbia Broadcasting System happen to agree that there shall be no political broadcasts over their stations until after the national conventions—the doors are effectively closed—as is even now the case.

Nothing but a sense of decency and fair play prevents the bureau in Washington which licenses radio stations from decreeing, one day, that speakers who are hostile to the party in power shall be barred from broadcasting. How far, even now, are the broadcasting chains influenced by political considerations in their shaping of rules and policies?

Monopoly of the means of communication can never be safely permitted in a nation which cherishes the right of free speech—a right which is itself one of the strongest safeguards against dictatorship with its brood of propaganda.

In view of the enormous influence of radio, its regulation should be distinctly non-partisan, definitely moulded by considerations of educational as well as entertainment outcomes, and by awareness of the constitutional guaranty of free utterance regarding public issues.

To reconcile these various factors of control and non-control, will not be easy. But much is at stake upon the attempt.

• • •

Japan's "Conservatism"

THAT revolt of a few hundred Japanese troops in Tokyo called attention of the world to a fact which only the better informed observers of foreign affairs had hitherto known; namely, that a sharp cleavage exists in Japan between the military party and the conservatives.

Just prior to the Tokyo outbreak, with its assassinations of high officials, the Japanese had held an election which had turned out a victory for the conservatives.

It was the feeling that all was now lost which impelled a group of extreme militarists to stage their futile coup. It was a step in the direction of fascism; an illustration of the theory that a few should dictate what is best for the whole people.

Even the conservatives in Japan are less conservative than the rest of mankind would like to see them. They have accepted the expansion into Manchuria since that event, though they formerly opposed it. And they seem to approve the Japanese refusal to agree with other powers on naval limitation. Still it is fairly evident that the Japanese have been disappointed in their earlier dream of what the army could do for them in Asia if given a free hand. Manchoukuo is costing money to manage and develop. And Japan's prosperity wave based upon sudden industrial expansion is not working out evenly for all the population. Economic strains and maladjustments did much to determine the Japanese elections. A little over four years of backing up the army was all the Japanese could stand for the present.

• • •

Restoring Dignity to Trials

WHEN lawyers and newspapermen put their heads together to stop a thing, a degree of success should follow. Especially is this the case when the thing they are trying to stop is one for which they themselves are mostly responsible.

The trial of Bruno Hauptmann for the Lindbergh kidnapping was so exploited by the press—so sensationalized—so given to the public for decision before and after the case went to the jury—that a strong reaction has set in against the repetition of such tactics at any subsequent trial having similar publicity possibilities. The American Bar Association and two representative bodies of newspaper publishers and editors are engaged in shaping new policies for the handling of such cases in the future with better decorum. The legal fraternity admits that the primary duty of restoring dignity to the courts is its own. Attorneys of the state or the defence should not give out statements to the public as to their plans or beliefs, while the trial is in progress. On the other hand—the newspapers do not need to give reports which embellish the facts and seek to play upon popular emotions and to make a holiday occasion out of the grim business of ascertaining what shall be done with a prisoner accused of a capital crime.

Some lawyers and some newspapers will continue to go the limit of pandering to depraved curiosities. But others will abide by higher standards when these are properly defined and presented by their own national associations. And so a little progress will be made. Society learns from horrible examples more easily than from precepts or injunctions to good behavior.

• • •

Safety Courses

ONE of the numerous points at which the schools of today are dovetailing with community needs, is in the matter of safety education. From one end of the land to the other, the public schools are offering and even requiring that children take courses in safe motoring and safe pedestrianism. Naturally the schools do not conduct these courses, or these club activities, from textbooks or entirely within the classroom under regular teachers. Traffic officers gladly co-operate. The police are convinced that the real hope of improvement in automobile safety rests with the children whose habits are still plastic.

In at least one city—Detroit—the school records and measurements of pupils who have proved themselves doubtful risks on the road, are opened to the traffic authorities as a means of helping to determine whether licenses should be renewed or withdrawn.

These co-operative experiments do not always work out with complete success. Some of the traffic officers, when called upon to enter the classroom or to address the school assembly, employ grotesque English or do not get their messages across. They are not trained teachers. But the need for something to be done is urgent and the something that is being done is a good beginning.

Similar co-operative programs are in force in many communities between fire departments and the schools—to teach the lessons of fire prevention and the minimizing of losses when fires occur.

To have to give up time for such subjects irks the average schoolman more than he outwardly admits. But—if it ought to be done, why balk at doing it? An educated child isn't of much use if he is a dead child.

Anson W. Belding

Schooling for Democracy

Discussed by Nation's Educators at St. Louis

Sixty-Sixth Annual Convention of the Department of Superintendence National Education Association February 22-27

EDUCATION'S relation to politics and politicians today . . . education's responsibility for politics tomorrow . . . how our great political experiment may be made to work more perfectly through free, intelligent discussion . . . even a debate by spokesmen of three political parties seeking votes in the approaching campaign . . . yes, *Politics* may be the key word which will label the St. Louis meeting of the Department of Superintendence as it imbeds itself in the memories of the delegates and helps to shape their professional thoughts and acts.

The announced theme of President Stoddard's meeting was: "Functions of the Schools in the Democracy." George Washington, on whose birthday thousands of conventioners were moving toward or arriving in St. Louis—would have been attracted by the subject had he been in the vicinity. He might have been a bit perplexed that the matter still remained unsettled so many decades after the founding of the Republic.

THE CONVENTION OPENS

Sunday afternoon's vesper service saw several thousand educators assembled to hear Glenn Frank, president of University of Wisconsin, speak on "Academic Freedom."

Dr. Frank declared:—

"Until recently few, if any, Americans could be found who did not think the enslavement of the schools to a formula was utterly dangerous. Lately, however, from the widely separated quarters of the Right and Left have arisen Americans who demand that the schools be made agencies of propaganda.

"Unless the schools can stock this nation thickly with minds that are at once free and disciplined, American democracy may well go the way that self-governments have gone in other nations where education has not been the popular passion that it has been to us."

UNTRAMMELED TEACHING

A discussion of prescribed loyalty oaths and academic freedom threaded itself through the entire program; breaking out in dozens of addresses and resolutions.

Dr. J. W. Studebaker, United States Commissioner of Education, affirmed that democracy must be taught by attitude as well as precept. "Too many teachers are training human beings to goosestep," he said, "and failing to help them to grow up into independent, self-respecting, self-disciplined citizens. The place to stop the growth of attitudes which prepare people for satisfactory cogs in the great machine of dictatorship is in the classroom of the public schools."

President Roosevelt, in a letter to the Commissioner, combined compliment with exhortation to the teaching profession to fulfill their obligations to the safeguarding of democratic ideals in America.

"During times like these," the President wrote, "when changes are widespread and rapid, schools and colleges have an unusual responsibility to bring to the people an understanding of these changes in order that modification in governmental processes may be made rapidly enough to keep government abreast of the demand for social and economic progress."

ASKING UNCLE SAM

An entire session was devoted to the discussion of the Federal Government's duty to public education. A bill which will be offered to Congress, with N. E. A. endorsement, would provide for a Federal subsidy of $300,000,000 to be paid annually to assist the States in their work of education. About three-fourths of that amount would be distributed at $5 per capita of school age; the balance to be allocated in accordance with State needs as determined mathematically.

According to the proposed measure, the national government would refrain from dictating the manner in which each State should apply its subsidy.

Speakers on the topic of federal support were Paul R. Mort of Teachers College, Columbia, President Lotus D. Coffman of University of Minne-

sota, and Charles H. Judd of University of Chicago.

These speakers were in general accord upon the need of federal assistance, but differed as to the best procedure. Drs. Mort and Coffman advocated complete absence of federal control, while Dr. Judd urged that definite standards be set up for States to follow if they were to secure federal grants. These standards, he believed, should include a minimal school year, improved training for teachers, freedom from race discrimination, and compulsory attendance.

Dr. Coffman cited the National Youth Administration as an example of a federal agency working apart from existing agencies and administered mainly by members of one political party. He predicted that it would be an easy step from this to a situation where the materials of instruction would be suggested and then required.

Dr. Judd thought that a modest $50,000,000 to $75.000,000 would be sufficient for a try-out of a federal aid plan, under which a central board headed by the United States Commissioner of Education would pass upon the applications of States in accordance with their respective needs and their proposed use of funds received.

The views of Drs. Mort and Coffman coincided with those expressed in the resolution which the delegates approved.

SMITH REMOVAL SCORED

The Massachusetts political situation marked by the removal of Payson Smith as Commissioner of Education last December, and the appointment of James G. Reardon, a small-town superintendent, as his successor, drew sharp denunciation from the educators. With only three dissenting votes, the delegates adopted a statement and resolution drafted by the executive committee. It referred to the termination of Dr. Smith's services after nineteen years of commendable work; to the protests of many citizens against the ouster and subsequent events in the Massachusetts Department of Education; and to the utter unsuitableness of such events occurring in a State which had enjoyed the educational leadership of Horace Mann and Charles W. Eliot.

The resolution read: "That the Department of Superintendence condemn, as contrary to the principles upon which the public schools of America were founded, any removal or appointment of a teacher, administrator, or any other employee of these schools, on the basis of or in any manner because of political or partisan consideration, and further, that this statement be construed as applying to educational positions nationally, in the various States, and in the local school systems; and further, that we condemn not only those without our profession who would desecrate the high purposes for which our schools were founded and are maintained, but even more do we denounce those within our own ranks, as being more culpable than any others and unworthy of membership in our profession, who aid and abet partisan political acts affecting the schools or who themselves resort to political manipulation to secure positions in schools."

A half-hour of heated debate, intermixed with boos and applause, preceded the passage of the resolution. Several Massachusetts educators joined the controversy—Frederick J. Gillis, assistant superintendent of schools, Boston, moving to table the resolution, and Dean Henry W. Holmes of Harvard School of Education and others declaring that Smith was ousted by a political trick.

MODEL CIVICS CLASS

A feature of the convention which every citizen of the United States ought to have seen and heard, was the demonstration class of high school pupils studying current problems. St. Louis supplied the class of twenty-nine wide-awake young Americans. Roy W. Hatch, of State Teachers' College, Upper Montclair, New Jersey, acted as teacher while the group weighed the merits and mistakes of the New Deal.

There could have been no more effective way of silencing those super-patriots who distrust free discussion of social, economic and political issues in the schools. Here was realistic facing of facts—and here were varying opinions, individually reached by members of the class.

Many of them disagreed with the majority decision of the Supreme Court on the AAA. "Why should nine men decide for 128,000,000 people?" was one girl's query. Back shot the reply from another student: "We have to have some one to hold back Congress." One boy condemned the New Deal as a three-year experiment in socialism, which had cost $24,000,000,000. Another countered: "If the New Deal could have a re-deal with the cards unstacked—with power to carry out the NRA and AAA—it would be a great success."

The class agreed that their teacher should give them the facts about current problems, and that he, as a public employee, was justified in stating his own opinions to the class, but not in trying to make them think as he did—"as some teachers do."

The demonstration was a model of non-indoctrination; and as Rabbi Hillel Silver of Cleveland commented: "If every school in the land could have such a frank discussion of

social and political issues, there would be little fear for American democracy." The Rabbi continued: "Is it the aim behind the teachers' oaths to stop this sort of discussion in the classroom? If so, it is a policy of fear and despair."

WARNS OF PROPAGANDA

The perils of propaganda and the need of warning high school students on this point were brought forward by Charles W. Taussig, chairman of the advisory committee of the National Youth Administration. "What with certain types of public relations counsel, news syndicates and radio, a lie travels infinitely faster today than it did a hundred years ago," he declared. "Propaganda is the only weapon against which we have not begun to create a defence." He cited the false labeling of college youth as "communistic," when only 5,000 out of 4,000,000 are even remotely connected with communist organizations.

This speaker extolled the National Youth Administration, predicting that it would shortly have well over half-a-million young people at work, and stating that the administrative expense of the experiment had been kept within 6 per cent.—a cost as low as that of private agencies.

For the first time in the history of the Department, the superintendents favored a resolution that called for legal tenure for teachers. The resolution recommended a legal minimum salary for teachers of at least $100 a month, with "a reasonable degree of security and legal tenure."

Upwards of two hundred firms displayed their offerings of everything from books to busses, from pens to projectors, which could minister to the greater efficiency of the schools. Even more than the usual crowds frequented the booths, which were conveniently accessible on the ground floor of the fine municipal auditorium which housed the convention sessions with rare completeness.

THRELKELD WINS GAVEL

In the balloting for president, the victory fell to A. L. Threlkeld, Denver superintendent. His opponents were William J. Bogan of Chicago and Carroll R. Reed of Minneapolis. A fourth candidate, Frederick H. Bair, Shaker Heights, Ohio, withdrew in favor of Threlkeld.

SAMPLINGS

Following are a few of the many notable utterances which stamped this sixty-sixth yearly conclave of the nation's educational administrators as one of great historic interest and significance:—

A. DUNCAN YOCUM, Professor of Education, University of Pennsylvania: "The schools could better afford to dispense with most of the three R's than with the effective teaching of the fine arts. Without a growing appreciation of all finenesses and worths, civilization cannot continue to exist and to grow."

THOMAS H. BRIGGS, Professor in Teachers College, Columbia University: "Secondary education holds more possibility of contributing to the happiness and to the progress of our world than any other public agency."

DEAN WILLIAM F. RUSSELL, Teachers College, Columbia University: "As keenly as anyone else I wish to see government improved, poverty decreased, disease diminished, security abound, opportunity equal, justice nation-wide, war at an end, and peace on earth and good will amongst men. I wish to do my part in achieving these ends, and as a schoolmaster, I hope to see them gained in part through education. But I know that these are no new ideas. I know that reform has been tried over and over again and never has there been complete success."

BERTRAM E. PACKARD, Commissioner of Education, Maine: "There must be improved courses in English leading to an appreciation of the ordinary type of magazine, biography, fiction or newspapers which our adult population will generally be interested in reading. In the social sciences field there must be courses in modern history as well as present-day history in its making and a more practical study of civics and economics in order that our citizens may understand something of the underlying structure of our more or less complex modern civilization."

AGNES SAMUELSON, President of the N. E. A.: "The advancement of schools in any area of our country must not be delayed because of the inability of that area to provide minimum facilities. While financial genius is fashioning the economic structure that will safeguard agriculture as a mode of living, it behooves us to recognize that the future welfare of the nation is interwoven with the welfare of the children of our farm homes. 'Under all, the land, but on the land, the people,' is another way of saying that the nation is no greater than its people. Only as we realize this and say it with action and not with words, will we continue to build a civilization finer than the world has ever known.

"It will be a sorry day, if education, like Ignorance in the 'Pilgrim's Progress' story, comes 'hobbling after' everything else."

CARL L. SCHRADER, Supervisor of Physical Education, Massachusetts Department of Education: "May we be guided by wisdom in producing in our schools a generation less

hampered and handicapped by inventions and capable of capitalizing freedom so that it may be an asset instead of a liability."

JAMES EDWARD ROGERS, National Recreation Association, New York City: "The test of a nation's civilization depends upon how it uses its leisure. American civilization will be determined largely by the way in which our American people use their new free time. Will it be a blessing or a curse?"

ARTHUR S. OTIS, World Book Company, New York: "We need to remove the restrictions and requirements imposed from above which tend to crystallize the curriculum and then wholeheartedly scrutinize every present course of study to see whether it can be made more pertinent to the pupil's life problems."

PAUL R. MORT, Director of the Advanced School of Education, Teachers College, Columbia University, New York City: "Experience for more than a century with the earlier types of aids indicates that the federal government may promote the financial welfare of the schools without interference. Instead of hampering local initiative, federally collected, state-shared taxes may be used to remove part of the burden from the property tax and thus facilitate the operation of local initiative."

CHARLES H. JUDD, University of Chicago, Chicago, Illinois: "There is absolutely no guaranty, as all history proves, that federal appropriation will produce good schools, good educational opportunities for Mexicans, negroes, and children in the states which are drained of wealth in behalf of the great industrial and banking centres, where capital has been concentrated. Unless all forms of support can be so arranged that they will surely contribute to the betterment of schools, there can be no enthusiasm for new contributions from any source, least of all contributions from the federal government."

ORLIE M. CLEM, Superintendent of Schools, Owego, New York: "Scientific measurement in education should admit its apparent lack of direction. It utilizes interminable mechanisms, techniques, analyses, computations, and tabulations. It has produced millions of facts but has used comparatively few. We have now reached the stage where it is fitting to ask, 'What do these research data have to contribute to a practical educational program?' Measurement without the guidance of a social philosophy is barren."

CHARLES A. BEARD, Author and Historian: "For the training of minds a trained mind is required. For the dissemination of knowledge, a mastery of knowledge is required. The union of the trained mind and knowledge makes scholarship. So the teacher is under obligation to be a scholar—not a pedant, but a scholar dedicated to the cultivation of the mind and the transmission of knowledge useful in the good life, the arts, and the management of social affairs."

FRED C. AYER, Professor of Education, the University of Texas, Austin: "The mere fact that a teacher is successful is no guaranty that he will remain successful. No teacher should object, after passing the probationary period, to a re-evaluation of his services every three or four years. In this way he would still have the advantages of permanency and would not be tempted to settle back on his oars and drift with the tide."

A Minimum Program for Education

Education is a primary function of the State and was recognized as such by the founders of our country. This principle is the foundation of our democratic ideals and institutions. For the effective realization of the objectives of public education, for the preservation of our American standards of freedom through equality of individual opportunity, the national Department of Superintendence endorses the following resolution:

We urge for the schools of the several states a minimum educational program which shall include:

1. A full day's schooling for a full term of 180 days for all children between the ages of 5 and 18 in a well-equipped modern school building.

2. A complete program of education for every child including:

a. Well organized elementary grade instruction beginning with the kindergarten.

b. Secondary education broad enough to satisfy the educational needs of pupils of varying types and interests.

c. Continuation schools for children who, because of circumstances beyond their control, are compelled to seek employment.

d. Special training for both gifted and handicapped children.

e. Adequate health service for all children.

3. A compulsory school attendance law which does not discriminate against rural children and which protects children from labor unsuitable to their age, experience, and physical development.

4. A modern curriculum extending from the kindergarten through the secondary school adequate to furnish pupils an understanding of the world in which they live and to enable them to participate as useful members of society.

5. Teachers with a minimum of four years of professional preparation beyond high school; supervisors and administrators with a minimum of five years of professional preparation in addition to successful teaching experience.

6. For a teacher so trained a legal minimum salary of not less than $100 per month, with a reasonable degree of security and legal tenure, conditioned on professional improvement for all teachers, and a sound retirement system for all educational employees.

7. A well-defined legal status for the superintendent of schools.

Short Story Awards

The JOURNAL OF EDUCATION takes pleasure in conferring the Seven Cash Prizes in its Third Annual Short Story Contest as follows:—

FIRST PRIZE

"Getting the Breaks!"

Martha Lindley Hall

Naramata, B. C., Canada

SECOND PRIZE

"One of God's Birds"

G. A. Miloradovich

Cambridge, Massachusetts

THIRD PRIZE

"Knight in Tinfoil"

John T. Brooks

Aliquippa, Pennsylvania

FOURTH PRIZE

"The Brood of Folly"

Frances Dunlap Heron

Chicago, Illinois

FIFTH PRIZE

"Experiment in Physics"

Paul V. Murray

Mexico, D. F.

SIXTH PRIZE

"The Price We Pay"

David J. Heffernan

Chicago, Illinois

SEVENTH PRIZE

"Not So Bad"

Emma Myer

Indianapolis, Indiana

HONORABLE MENTION

"BACK SEAT"
Irene Kirkbride
Cleveland, Ohio

"POOR DODDER"
Lois Snelling
Rogers, Arkansas

"THE WHOLE DIFFERENCE"
Tressie L. Town
Bedford, Ohio

"ARCTIC CIRCLE SCHOOL"
Gwenyth Brown Goodrich
Boise, Idaho

"TO EVERY DOG HIS DAY"
June Jackson Williams
Greenfield, Indiana

"THE PENNY"
Gladys Buckner
Augusta, Ga.

"SQUARE PEGS IN SQUARE HOLES"
Esther Pettit
Toronto, Ont., Canada

"HENRY, THE INVINCIBLE"
Mrs. Edith Hunting Barden
Gresham, Oregon

"THE GOLD STAR HOPE"
Josephine E. Phillips
Marietta, Ohio

"NOTES AND TULIPS"
Beth Avery Bice
Longmont, Colorado

"THE HALO THAT SPLASHED"
Gladys Dufur Lucas
Los Angeles, California

"THE RESCUE"
Marlin Sevorg
Connellsville, Pennsylvania

The story winning the First Prize of $25.00 appears in this issue. The six other prize winning stories will be printed in forthcoming numbers.

The seven issues containing these stories will be mailed, as published, to any address for 75 cents. Why not send them to a friend? JOURNAL OF EDUCATION, Six Park Street, Boston.

Getting the Breaks

By MARTHA LINDLEY HALL

Naramata, British Columbia

Awarded First Prize in The Journal of Education's Third Annual Short Story Contest

"SOME aquarium," observed Mr. Lockwood, principal of the Charles Dickens School, as he lingered in Room 7, where the teacher, Chrissey Roberts, was putting her desk in order, preparatory to shaking the chalk-dust of the day from her body and soul.

"Yes, indeed. Do you know how I can get rid of it—gracefully?"

"Why do you want to get rid of it?"

"Enthusiasm has waned—in fact, it's dead. It was a 5B project last year. They voted to leave it as equipment in Room 7. It was a joy, and there was no trouble in getting some one to siphon the water and clean the glass. Now, since you decided that the 5A's and I were to carry on another year in the same room, it has become a bore. If you were to send me a new pupil occasionally, I might enlist a joyful recruit in our sanitary department of fisheries, but the old ones are all fed-up. I can't get a volunteer, and I hate drafting. These extra projects should be spontaneous. I can't dump it out, though I am afraid it has served its usefulness."

"You might lend it out for awhile and perhaps there would be a new interest when they got it back. I could take it into my office for the rest of the term."

"And who would valet it there? I am afraid the responsibility would still be mine. I don't see you carrying six gallons of water every other week. and scrubbing on a water-line."

"I'm glad you didn't take me up. I don't want your old gold-fish. I loathe the senseless things—always milling about; I was merely trying to register one kind deed before the set of sun. Since that failed, grab your beret, and we'll take a run around the park. Your brow needs smoothing."

"So would yours if you had a tank of gold-fish hanging over it. I'm sunk!"

"By luck or by pluck you'll get out. You are a lucky little devil, Chrissey. Your problems are always getting transferred."

"Sez you! What about my spoiled baby, Ted?"

"How's he doing?"

"How's he doing nothing? Very well, indeed; and that's all he is doing. The environment of a get-rich-quick home hasn't helped the son and heir any. There is just one thing to his credit. He's been here every day, and he's been on time. Not my influence, though; the class sees to that. They are actually intimidating him. Last year he lost us the shield for attendance and punctuality. He expects to be drawn and quartered if he's to blame this year."

"Forget him, Chris—and all your poor fish, and come along."

•

After school on the following day, Chrissey was telephoning from Mr. Lockwood's office. A crash, which sounded as if a young cyclone had struck the building, sent them both down the hall to Room 7, from which the sound had emanated.

There they found a half-dozen boys around what was once an aquarium, but was now a lake spreading rapidly across the floor, spotted with flopping fish, shells, castles and various aquatic plants.

"Save the fish," cried Chrissey, for the children seemed petrified by the disaster. Grabbing a drinking glass, half-full of water, from her desk, she plumped the gasping fish, one after another, into it.

"What happened?" asked Mr. Lockwood, and all started explaining at once.

"Ted was cleaning the blackboard, and the chair he was standing on tipped, and he fell against the tank, and knocked it off its stand," and one little Job's comforter added:—

"Gee, kid! I'd hate to be in your shoes. You'll catch it."

Chrissey rounded on him.

"Well, he just won't," she declared. "He was being helpful, and I notice none of the rest of you were giving him any assistance; it was merely an accident."

Mr. Lockwood, who seemed to have developed an annoying cough, ordered:—

"Run along, boys. The janitor and I will clean this up."

"Good-night—all of you," said Chrissey, "and Ted, you are not to worry. Accidents may happen to anyone."

"Good-night, Miss Roberts," answered Ted, "and, gee, you're swell!"

•

When the clatter had died down the hall, hysterical laughter from Room 7 took its place.

"What did I say? You *are* a lucky devil, Chris."

"For once I got the breaks," and the unconscious pun made them both hysterical again.

After the debris was collected and the janitor had finished mopping up, a pretty little scene took place in Room 7. Sharing a joke is a peculiarly intimate experience and may have the effect of bringing two people quite suddenly into accord.

"You must have known how I feel about you, Chris. Are you going to promise that you will be my permanent mascot?" and then seeing a look on her face that could mean but one thing, "Oh, Chrissey, darling; I can't believe my luck!"

Chrissey's reply was a bit muffled, for she seemed suddenly to have collided with a shoulder, but it was something about "hoping luck would hold," and that altogether "it was the perfect end of a day."

•

At 9 o'clock the following morning Miss Roberts faced a room of anxious faces. There was suddenly an angry chorus,

"He's not here"—"He's late"—"He spoiled it last year"—"He'll do it again"—"That kid!"—"What'll we do to him!"

"Sit down, children," commanded Miss Roberts. "Remember what we said about the mob spirit. Use your reason. He may be here yet. We have still three minutes' grace. Barry, call the roll, please."

Barry came to the front and took the register. Just before he reached Ted's name, there was a sound of some one hurrying down the hall. A girl near the door flung it open that there might be no time lost. In rushed Ted, carrying an enormous package, which he gingerly deposited by Miss Roberts' desk.

When the panting had partially subsided, he gasped:—

"It cost five dollars! It was the biggest I could find. You were so good about my breaking the tank. You never even bawled me out."

Miss Roberts undid the package. Her face was a study as she disclosed to the excited children an enormous fish-bowl, which would hold as much water as a young bath-tub.

"Thank you, Ted," she said at last, in a very, very even and controlled voice. "We all thank you, and we are so glad you are not late," and then, as if suddenly inspired, she added: "Children, shall we honor Ted by making him the custodian of our new aquarium? All the fish are alive but one, and the castles and shells are not injured. You can arrange it, Ted, and appoint your helpers for the year. I think that I prefer you to feed the fish yourself, though. You and I will feed them every morning just before the bell rings."

Ted beamed with importance as enthusiastic offers of help came from all sides. "Thanks, Miss Roberts; I'd love to be the custodian, and I'll be here every morning to feed them."

There was a cough at Miss Roberts's elbow. She turned to see Mr. Lockwood there.

"Since when did you arrive?" she hissed.

"I came in at the back-door as Ted came in at the front," he grinned. "I am leaving today's notices on your desk," and he left the room, as if he were suddenly in much of a hurry.

Chrissey picked up the top notice and read:—

"Teachers' meeting at four to discuss pageant plans," and penciled beneath was,

"All's fish that come to her net!—But it does take us men to create a new interest!"

For Better Radio Speech

By H. M. DOXSEE
St. Louis, Missouri

THE introduction of the radio into the realm of public speaking has created new problems for the speech teacher. Although it is very necessary that the place of the radio talk should not be over-stressed, that the greatest emphasis should still be placed on extemporaneous speaking, still there is no question that all students interested in a thorough training in the speech arts should be instructed in the best means of preparing and delivering radio talks and sketches.

Aside from the highly important study of the technique of writing a speech or sketch for the radio audience, the problem of presenting the message over the radio needs no little attention. Students do not just by their own intuition know how to interpret the printed page so that it will appeal to the listeners.

If one will but listen to speeches given out over the radio these days, he will soon be firmly convinced that the percentage of speakers who know how to read a manuscript so that the presentation has the sound of being delivered extemporaneously is practically nil. He will be tempted to urge the broadcasting stations to establish schools for training speakers. Of course, high school students are no better than the average run of speakers we hear over the ether, except that they have not yet become so thoroughly rutted in bad habits of reading. The teacher who can train his pupil to read from the manscript as though he were constructing his sentences in a deliberative

manner as he proceeds, has won the first important step in the struggle for successful radio broadcasts.

But even after the pupils have learned to assume the beginnings of a conversational manner of speaking, the teacher will find that in most instances there is still a monotony of tone, due to a lack of rising and falling inflection, and to little or no break in a uniform rate of speaking. It will take some time to train the ear of a student to catch the change of inflection on a word or syllable and to change the rate of speaking to approximate a forceful conversational style.

Almost invariably students speak too rapidly and neglect the use of emphatic pauses. Of course, there are certain types of sketches that must be spoken rapidly; but for the usual talk, the teacher will have the problem of teaching the student to make his presentation sound important. On the other hand, the instructor must strive for a happy medium. The atmosphere of animation, of lively interest must not be deadened by a too slow reading.

Perhaps one of the best ways to aid the student to apply what he has been taught about a pleasing conversational manner of speaking into the microphone is to have students vie with each other in presenting their speeches or sketches before their classmates who are to vote for the most interesting or the most entertaining speaker.

In any event, let us have sufficient training in reading from the manuscript to insure that the speakers of tomorrow will have a more attractive style of talking into the microphone than do the majority who bid for our ear today.

This Matter of Discipline

Fourth in the "I Wish My Teachers Wouldn't" Series

By IRL H. DULEBOHN

Superintendent of Schools, Ramsay, Michigan

PERHAPS I shouldn't have called it discipline. That unfortunate term has rather gone out of fashion of late. Still, call it order, control, teacher-pupil relationship or what you will, the problem of managing pupils, getting them to do her will, is one that, soon or late, confronts every teacher. Some fortunate teachers solve the problem at once and seldom have to face it again. Some never solve it. They leave the profession or are eliminated. Others only partly solve the problem, consequently they find it staring them in the face again and again. For example:—

The third grade is coming in from recess. Coming in, however, is much too mild a term. Boiling, bubbling, rushing or some other word descriptive of uncontrolled activity would be more apt. They reach their room. Confusion continues. The teacher removes her wraps, adjusts stray locks, powders her nose. Then, to a desk already deep scarred by raps official, she adds a few more dents as she raps for order. The confusion gradually subsides. Quiet of a sort descends.

Now, table rapping is doubtless still in vogue at spiritual seances. But as far as I am concerned it has no legitimate place in the modern classroom. To fight fire with fire is, in certain emergencies, I am told, good practice. But to fight noise with louder noise, confusion with more confusion, strikes me as bordering on the bizarre. I do not care for the table-rapping teacher. It is my observation that she uses her table rapping principally to punctuate her periods of inattention to duty, to notify her pupils that their fun has gone far enough, and that she is on the job again.

I prefer the teacher who is on the job all the time, and therefore finds table rapping unnecessary; who has given her pupils to understand in the beginning that the schoolroom is to be an orderly place and has stuck to that understanding. I prefer one whose pupils put aside disorder as they put aside their wraps on entering the room. Such a teacher does not have to rap for order. She does not have to demand attention—she commands it. A teacher of that rare sort is worth a dozen of the table-rapping variety.

And then there is the long distance type of discipline—government by remote control, as it were. For example, the fourth grade will be humming along under supervised study with everything shipshape so far at least as outward appearances are concerned. The teacher, however, is nervous. She had a row with the boy friend last night and she expects the superintendent in to supervise. He hasn't been there for a month and it's about time. As she is helping a boy in one

corner of the room she hears a noise in the opposite corner. Recognizing the culprit she shatters every semblance of silence with:—

"Frank Smith, what are you doing? Stop that noise at once. You're disturbing the whole room. Stop it at once." How do I know? I heard her—although I was fifty feet down the corridor and her classroom door was closed.

I do not like the long distance type of discipline. I do not care for the teacher who has continually to shout for silence, who tries to reduce a disturbance by adding to it—who tries to reduce disorder by being herself disorderly. No, the teacher I prefer would simply have spoken the one word "Frank," and that in a low tone. Better still, she would have gone quietly to the offender and corrected him in private. I prefer the teacher who quiets a room by being quiet herself, who controls her pupils' behavior by controlling her own; who knows enough of simple military strategy to remain in the back of the room behind the pupils when she feels the danger of disorder. I do not like the long range, high explosive type of discipline.

•

Closely allied to the long distance type of discipline, yet deserving of a class of its own, is government by threats. You know the kind I mean. The teacher in order to save herself the trouble of getting to the bottom of a case tries to throw a scare into her pupils—to impress them with her cave man tactics by threatening them with dire consequences if they persist in evil-doing.

It is early in the first week of school. Johnny has broken some rule and is on the carpet.

"——and if you ever do that again you'll be thrashed within an inch of your life." I use that particular threat advisedly because it is quite common. Some threateners, however, prefer cutting off ears and skinning children alive, while still others are content with merely promising the culprit a trip to the office.

"I prefer the teacher who makes no threats that she is not prepared and does not expect to carry out. Indeed, I prefer the teacher who doesn't threaten at all. The threatener neither earns nor merits respect."

Now it may be in the case of a few timid souls that such threats strike terror to their hearts. It may be so at first, but not for long. Sooner or later—

"Huh—just bluffin', that's all. She won't do nothin'. Just hot air. Last week she was goin' to shake every tooth outa my head, but they're all there yet. Just bluffin', that's all. Go ahead and have a good time."

I prefer the teacher who makes no threats that she is not prepared and does not expect to carry out. Indeed, I prefer the teacher who doesn't threaten at all. I like the teacher who, when disciplinary measures are called for, applies them at once, then and there, making her punishments follow as well as fit the crime. The most powerful crime deterrent known is the knowledge that punishment will be swift and certain. Such a teacher earns the immediate respect of her pupils. With her, punishment is rarely necessary. The threatener neither earns nor merits respect. She is eternally confronted with the problem. I do not like the teacher who threatens. I prefer the teacher who acts.

•

And then on the other hand, is the matter of "Being Nice." It is a fourth grade spelling this time. The teacher is dictating, the pupils writing. "Become," says the teacher, clearly and distinctly enough for all to hear. Hands are raised all over the room. Not just one or two but a goodly harvest of hands. The teacher looks their way. "Please, Miss Z., I didn't understand the word." "Become," repeats Miss Z. obligingly. More hands, a mere straggle this time. "Miss Z., did you say become?" "Yes," says Miss Z., "the word is become." So on until the observer restrains only with difficulty the impulse to throw inkwells.

Supervised study in arithmetic. Johnny in this corner says: "Please, teacher, will you help me with this problem?" Mary, in another: "Please, teacher, help me." Ditto and repeat from two more corners and from front and centre. "One at a time," says teacher, as she flits from pillar to post. accomplishing only disorder, teaching only slovenly habits in her effort to be nice to her pupils. Remonstrated with, she says: "I want to help them and be nice to them so they'll love me."

Well, if that sort of teacher is being "nice to children," I prefer the one who isn't. I prefer the teacher who pronounces her spelling words once, or at the most twice, but not oftener. Her pupils spell better I have noticed than do Miss Z.'s. I prefer the teacher who is master, not servant, in her classroom; who recognizes instantly the difference between legitimate inquiry and mere time-killing and treats each as it deserves. I prefer the teacher who looks toward the ultimate good rather than toward the present edification of the child; who is a teacher, rather than an entertainer. Pupils do not love teachers they do not respect, and no one respects the teacher who just "tries to be nice."

Mental Health Needs Guarding

By GARRY C. MYERS

ABOUT as many persons are going to institutions for the mentally sick as are going to college, and the former group is steadily gaining on the latter. At the present rate the time will not be long until enrollment of mental patients will outstrip college enrollment. Nearly all the patients have attended public school; a goodly number have attended college. A few, indeed, merely transfer their enrollment from an institution of higher education to an asylum for the insane.

The largest transfer of enrollment from the public schools to institutions for the mentally sick is from high schools. Wait a minute; don't conclude that the high school does more than the grades to contribute to mental disorders. Adolescence is the time when such disorders tend first to appear. *Dementia praecox* (schizophrenia) is a mental derangement which commonly begins in adolescence and early adulthood. Persons suffering from *dementia praecox* "comprise the largest single group of patients now being treated in hospitals for mental and nervous diseases"; and success in its treatment is dependent on early detection. The great Adolph Meyer of Johns Hopkins "interprets it as the result of bad mental habits originating in strong defence mechanisms."

Accepting his point of view, we might expect to do a great deal in the home and school to prevent this type of mental crisis. Most psychiatrists, indeed, hold that insanity is, to a very large degree, preventable, certainly that its incidence could be tremendously reduced. The problem, then, is to further mental health.

Except for temporary setbacks in some places because of depression, our public schools have made tremendous strides in the last few decades in promoting physical health. But educators, it seems, have only begun to take account of mental health.

The development of the community child guidance clinic in recent years, and of similar institutions in a few public school systems, together with the coming of the visiting teacher have stirred up considerable interest. The National Committee for Mental Hygiene has, of course, done a tremendous amount of missionary work for mental hygiene. Courses in mental hygiene are slowly being introduced into teachers' colleges. Even an occasional high school attempts to give a brief course in mental hygiene to its youths. Yet the field has rarely been scratched; the average teacher hardly understands what it is all about.

Unfortunately most of the books on mental hygiene have unduly emphasized the pathological; have discussed mainly the types of mental and nervous disorders. Students and teachers reading these have had their attention so strongly turned upon the nature and symptoms of mental disorders that some of them, while studying the lurid clinical cases described in these books, or while seeing typical cases of mental illness in institutions, have often imagined they themselves possessed many of these symptoms. Some students have informed the writer of experiences of this sort. I must confess myself that having taken a number of such courses during my graduate study, I, too, went through many of these unhappy experiences—and may be it was not entirely imagination!

Anyway, most university courses and most books on mental hygiene, until very recent years, have not emphasized the preventive and constructive aspect of the field. Fortunately there have appeared, however, during the past few years, several books which have shifted the emphasis from the pathological to the more nearly normal. A few, indeed, have almost or entirely swung to normal mental health and are attempting to interest teachers, social workers, religious educators, parents and the public in general in ways and means of keeping people mentally well.

What do we mean by mental health? "That person has good mental health who manages himself well, gets along agreeably with other people, and seldom worries. He makes his feelings his friends, not his enemies. He builds in himself those habits he knows to be most useful to him as an individual and as a member of society. He works hard when he works, and plays hard when he plays. Others like to work with him and play with him. When he has a job, he does it wholeheartedly, and never seeks excuses to postpone it or to run away from it. He has the courage to face tasks he knows he ought to face. He is not a quitter or a coward. He doesn't try to fool himself or others, nor does he pity himself. He is ever ready to accept the consequences of his own shortcomings and does not blame others for his failures.

"Mental health is not a measure of how smart or intelligent a person is—some very

*Howard, Frank E. and Patry, Frederick L. "Mental Health," Harpers, N. Y. 1935.

brilliant persons become mentally sick, and some rather stupid persons enjoy excellent mental health. But it is a measure of how well a person uses his mind to get along with himself and others. A better word for mental health might be emotional health." †

Several years ago E. K. Wickman‡ made a notable contribution to mental hygiene when, from his careful investigation, he concluded that what the teacher is likely to consider serious behavior problems often are the least serious ones, from the standpoint of mental health. He found that according to the ratings by thirty mental hygiene experts personality and behavior problems which rank highest in order of seriousness are: unsociableness, suspiciousness, unhappiness and dejection, resentfulness, fearfulness, cruelty or bullying, being easily discouraged, suggestibility, being overcritical of others, sensitiveness, domineeringness, sullenness, stealing, shyness and physical cowardice.

The teacher interested in the mental health and personality of her students will, upon observing such traits as Wickman names, get in touch with the parents concerned. In many instances she will urge these parents to contact a competent psychiatrist. The National Committee for Mental Hygiene will be glad to name one or several mental hygiene experts in or near any neighborhood. This field, as you know, easily admits of charlatanry. The teacher will be especially interested in the lonely, timid child at school and will find ways of helping him adapt himself socially to his schoolmates, encouraging him, therefore, to participate in some of the extra-curricular activities of the school. To this end those students who evince good social adaptation themselves will be induced to help the comrade who is weak in this respect.

The following books are named in order in which they are recommended to the teacher or principal.

Suggested readings on mental hygiene:—

Symonds, Percival. "Mental Hygiene of the School Child," Macmillan, N. Y., 1934.

Howard, Frank E., and Patry, Frederick L. "Mental Health," Harpers, N. Y., 1935.

Crawford, N. A., and Menninger, Karl A. Editors. "The Healthy-Minded Child," Coward-McCann, N.Y., 1930.

Morgan, J. J. B. "Keeping a Sound Mind," Macmillan, N. Y., 1935.

Burnham, William. "Wholesome Personality," Appleton-Century, N.Y., 1934.

Wickman, E. K. "Children's Behavior and Teachers' Attitudes," Commonwealth Fund, N. Y., 1928.

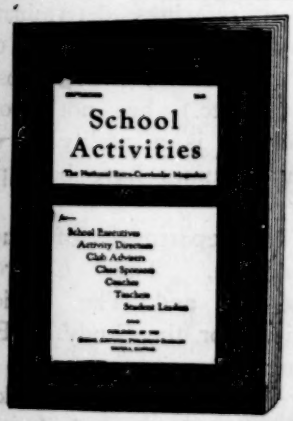
Sherman, Mandel. "Mental Hygiene and Education," Longmans, N. Y., 1934.

Myers, Garry C. "Developing Personality in the Child at School: Practical Mental Hygiene for Educators," Greenburg, N. Y., 1931.

"Learning to be Likable" (paper cover), School and College Service, Columbus, Ohio, 1935.

†Irwin, J. W. and Myers, Garry C. "School Home and You," Ch. X, Mental Health, School and College Service, Columbus, Ohio, 1934.

‡Wickman, E. K. "Children's Behavior and Teachers' Attitudes," The Commonwealth Fund, N.Y., 1928.



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From a Schoolman's Diary

By FRANCIS READ
A High School Principal

No One Is Barred

A correspondent of this paper questions a policy which I recently described in this column. I refer to our practice of charging admission at our skating rink. My professional colleague fears that some may not have the price.

The plan would seem undemocratic to one who does not know the whole story. This is the situation:—

Most of the work of caring for over an acre of ice is done by students. We pay them money or give them a chance to earn a season ticket. Now and then, when the circumstances are exceptional, we give out a ticket gratuitously. No one is barred.

Our policy of giving needy pupils a chance to earn something is not confined to our skating rink. We employ many students during the school year, paying them hundreds of dollars. Pupils work at the lunch, they check wraps when people come to evening events, they sell refreshments at games, and do various other things.

We feel that what young people need, and really prefer if they are given a chance to choose, is not a handout, but an opportunity. We help them to help themselves.

• •

The Problem Father

A father asked me to speak to his son, who is lagging in his studies. I have labored with this young man several times in the past, and I wondered what new appeal I could make. I finally hit upon a plan and called the boy to the office.

"Look here, John," I said. "You go around with a fine group of boys and girls. Did you ever stop to think that your friends do better school work than you do? Are you not a little ashamed to be trailing so far behind?"

"I'll answer that question frankly," John replied. "My friends know more than I do about French, mathematics, and some other school subjects. But I know more than they do about many other things. I can beat them all at any game—tennis, checkers, even ping-pong. I can swim further than any of them. I know more than they do about photography, autos, and aviation. I know more about salesmanship; you know how much money I made last summer. I would not exchange my knowledge for theirs."

"But how do you expect to enter the college you plan to attend unless you can fulfill the entrance requirements?"

"The plans for that college are my father's, not mine. I know that he went there, also my grandfather. But it is no place for me. I want to go to a college where I can get more practical courses. I wish that you would persuade my father to give me a little choice about my education."

The young man's attitude was perfectly sensible. I promised to have a talk with the father, but feel that I shall get nowhere. The man will probably blame me for siding with his son.

One of the chief problems of a high school principal is how to deal with parents who plan their children's careers without any thought of the children's interests, abilities, and inclinations.

Pedagogical Pennings

By R. L. HUNT

No. 14—The Curriculum

THE curriculum is the first and last word in educational matters. Some have dubbed it "The Cure-or-Kill'em." A good one should cure the evils, and a poor one—well, a dead thing can't be killed.

The writer has attempted to determine what part of the curriculum is a fad, an unknown, and a reality. A fad (something that is followed enthusiastically for a time) describes the curriculum, but time may change the picture. Until recently the curriculum was based on known statistics, but experts now tell us that this is a false asumption as the objectives, the second foundation stone of curriculum building (an analysis of the present offerings, determination of objectives, selection of content as determined by Nos. 1 and 2, etc.), are not known. Surely it is a reality in that many volumes have been published.

The Department of Superintendence, The Classroom Teachers, and The National Society for the Study of Education have given us many last words in curriculum making.

Surely the curriculum is better than it was a few years ago. Much of the useless material in mathematics has been removed. The speller is no longer an abbreviated dictionary. The social science courses have dropped dates and detailed war descriptions and added citizenship. Other changes are promised.

Seriously, the present curriculum contains much practical material. Rapid strides seem to be ahead. Which way—time alone will tell.

Reader Viewpoints

More About that Fifth Grade Teacher who wanted to study French

Good to Mix With Others

This fifth grade teacher is one of the best. She needs to guard against becoming teacherfied. In too many systems, the administrative pressure leads a teacher to spend the whole of her time in a school atmosphere, with her contacts limited to those of her own profession, and to the immature minds of the classroom. Teaching under these conditions will unfit the average woman for marriage in less than ten years.

My thought is that we should encourage teachers to take courses and to participate in activities with those employed in the factory offices, the banks, the stores, and other businesses. A course in education would place this fifth grade teacher in close contact with school people. If a course in French would cause her to rub elbows with those from other walks of life, those striving to increase their appreciation of art, literature, and music, or to gain an understanding of French for travel, this teacher should be advised to take the French course. A real teacher radiates the best to be found in complete living.

FRANK H. CLOSE
Superintendent of Schools
Wadsworth, Ohio

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Each Case On Its Merits

Our policy in the Lexington public schools with regard to summer courses which teachers are required to take, from time to time, is to consider each teacher as a separate case. If we have a fifth grade teacher who has had all or most of the courses which are directly practical for elementary school, then we permit or suggest that she take any course which is of cultural value, or which is of a special interest to her personally for whatever reason.

On the other hand, if a teacher, who has not completed most of the especially helpful courses in elementary education, requests to take a course in French we would urge her to take some other more practical course first.

HENRY H. HILL
Superintendent of Schools
Lexington, Kentucky

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Worthy Ambition

Certainly, the fifth grade teacher should take the course in French, and be commended for her ambition. I suspect there is something in the nature of this person that bespeaks a successful teacher.

JASPER T. PALMER
Mt. Vernon, New York

• • •

Individual as Citizen

At this time when so much emphasis is being placed upon social co-operation the schools are more than ever bedeviled with the problem of knowing where to draw the line between the development of the good individual and the development of the good citizen. Most schools aware of this problem attempt to seek the fullest development of the individual compatible with social understanding, behavior, and coherence. I suspect the more orthodox schools still attempt to effect this worthy state by the use of maxims, proverbs, and the more recent courses of study and textbooks in character training and in citizenship training. With any procedure which attempts, as some one has said, "to teach honesty in the third grade and chastity in the seventh" I have little patience and much less respect, for I believe that it violates all that we know about child psychology and mental hygiene. Much is being done in a few schools where intelligent leadership is evidenced toward solving this problem. More can be done in the majority of schools in the way of training both the good citizen and the good individual when more teachers are aware of the psychological and mental hygiene factors and are guided by them in their work with young people. Character, citizenship—call it whatever you will—is, so far as school is concerned, forged in the "give and take" of the classroom which provides actual daily situations for the making of decisions. Under the wise guidance of an understanding teacher the best rather than the worst of what is currently called "citizenship" will be brought out. In the later years of high school more attention will necessarily have to be given to the kind of subject matter presented which calls for more abstract thinking. On the whole, I believe, however, that we will secure the much desired goal of good citizenship by paying more attention to child nature, the principles of psychology, and the selection of both subject matter and classroom situations within the comprehension and understanding of the children ignoring, in so far as is possible, the popular, political clamor for this and for that which in the last analysis is largely "full of sound and fury signifying nothing."

VINAL H. TIBBETTS
Superintendent of Schools
Manhasset, New York

Book Reviews

Everybody's Business

FIRST STUDIES IN BUSINESS, WITH CORRELATED ARITHMETIC. By Clyde Beighey, Western Illinois State Teachers College, Macomb, and Elmer E. Spanabel, Counselor of the Fifth Avenue High School, and Principal of the Fifth Avenue High School, Pittsburgh, Pa. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Textbooks in commercial studies are rapidly passing out of that initial period of unteachableness which has marked the history of schoolbooks in every field of study. Business teaching is still young. But no longer is it necessary for the young person experiencing such instruction to grope about in a state of bewilderment as to what it is all about.

"First Studies in Business" is an evidently well organized manual, starting with the pupil where he is and conducting him from familiar to less familiar or wholly new situations. He is not confronted abruptly with that strange bogey called "commercial arithmetic," but is first shown the nature of the problems which arise in business, then faced with the solving of such problems.

Thus has the foundation of business training been laid in understanding. And it is not business as a remote, specialized affair—preparation for some position one may never occupy. Rather is the emphasis upon that which is common at one time or another to nearly all people. An elementary acquaintance with the principles and practices of the everyday business world, where one is always a consumer and purchaser, usually a producer, and at intervals if not daily a salesman—this would seem to be every youth's birthright.

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"What Sought They?"

OUR AMERICAN HERITAGE. By L. S. Coyle, Roosevelt Junior High School, Philadelphia, and Walter P. Evans, William H. Hunter School, Philadelphia. New York and London: McGraw-Hill Book Company, Ltd.

It is a delight to run across a text for junior high schools that is so admirably aimed at a unified result—so interesting in its handling of materials—as is the case with "Our American Heritage from Subject to Citizen."

The authors plainly appreciate the legacy of liberty which our forebears earned for us. The gaining, preservation, and utilization of enlightened freedom is the theme throughout. Freedom for Negroes; freedom for women; freedom for one and all — it fairly breathes with the spirit suggested in the sub-title—"From Subject to Citizen." For freedom the American Revolution was fought. For freedom the Constitution was written and adopted. For freedom almost everything has been done that distinguishes the United States among the nations.

The narrative gains light and color from such a concept. Nor has it led the authors into distortions of the facts—as might have happened in an earlier, less realistic day.

The illustrations bear evidence of most painstaking selection and each is captioned in a manner to make it a firm ally of the type text.

Unusual care has been given, likewise, to the printing of the Constitution, with three styles of type face employed to denote, respectively, more and less important parts of the original, and the authors' explanations.

The whole is a decidedly gripping history book for adolescents—and one which should inspire them with worthy ideals of citizenship.

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Superintendology

EVERYDAY PHILOSOPHY OF EDUCATION. By W. C. McGinnis, Superintendent of Schools, Perth Amboy, New Jersey. Rutland, Vermont: The Tuttle Publishing Company.

This is not a connected, logical unfolding of a complete educational theory. It consists of a few score of letters or bulletins through which a thoughtful and well informed superintendent has sought to improve learning conditions in his schools. We could wish he had dealt more fully with many of the topics he takes up; yet there is considerable value in just such an experience scrapbook as this, with its direct answering of questions which are constantly coming up in school administration—answering in such fashion as to indicate a unifying philosophy underneath. There ought to be more of these cross sections of administrative practice from schoolmen who are daily on the job, meeting questions which demand quick, decisive answers which are the result of seasoned judgment, observation, research, and—sound common sense. It is what the late Frank Boynton, of Ithaca, N. Y., used to call "Superintendology." Superintendents like it when some one else writes it. More of them should write it themselves.

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English for Use

YOUR ENGLISH PROBLEMS. By Mary Herold Easterbrook, Walton High School, New York City; Donald Lemen Clark, Columbia University; Edwin VanB. Knickerbocker, George Washington High School, New York City. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

High school students upon first approaching a book with this title, "Your English Problems," may be skeptical as to the sincerity of the authors' you-interest. So many times it turns out that the promise to teach them what they really need to know is only another disguised attempt to cram their heads with more knowledge than they can see any earthly use for. The use may come later, of course—but here is one book which equips a person for those tasks or occasions which are constantly arising, where one needs to express one's self clearly, pleasingly, and accurately. One has to talk over a telephone a part of every evening. One may wish to change the mind of some friend or relation—parent especially—on some crucial matter. One may have to stand up and deliver a report. These are real and immediate situations. And "Your English Problems" quickly quells suspicions of remoteness or hostility and enlists the boy or girl in that desire to master effective English which is so basic to progress.

In almost any other study but English, a pupil may learn a little something against his will. But in English—an honest desire to improve is a prerequisite to the breaking down of poor habits and the acquiring of good ones. Hence the value of a text like this of Easterbrook, Clark, and Knickerbocker, which is genuinely You-centred for each student.

Winshipisms

"Genuine dignity and genuine fun are not at all incompatible. Pupils love a teacher who has the element of humor."

"The bird sings a different and better song in freedom than it sings in its cage, and the child's mind develops differently and better when the school life is free and congenial."

"Good order is just as important in the schoolroom as in the movement of the stars."

The News Digest OF EDUCATION

Blames Colleges

For Spread of Material Wealth Complex

NEW YORK. — Dean Christian Gauss, of Princeton University, criticized colleges and universities for "virtually guaranteeing greater incomes to college-trained men as compared with those who do not attend universities." He charged they have contributed to the "present increasing tendency to measure human welfare in terms of material wealth." Continuing, he said: "I do not believe that this country has ever been so permeated with the notion of material wealth as it is today. We of the universities have brought this curse upon ourselves because we said that if you came to our colleges you would earn more money than those who didn't come. We quoted statistics to prove those statements."

School Age

Massachusetts Kills Compulsory Attendance Change

BOSTON.—On a roll call vote, 174 to 36, the House of Representatives defeated legislation to increase the age of compulsory school attendance from fourteen to sixteen years. Similar legislation was rejected at the last session, but it was expected to stand a better chance of passage this time because in addition to having been originally drafted by Dr. Payson Smith, former commissioner of education, it was recommended by Governor Curley in his message to the Legislature, and was sponsored by the Federation of Labor.

Better Housing

New Buildings and Repairs by Federal Aid

WASHINGTON.—Alike on green hills and city streets new schoolhouses are rising this year at a well-nigh unprecedented rate. Never since the peak year of 1929-30 has this country evidenced its faith in education with so many tangible works. Forty per cent of the total amount of loans and grants made under the $4,000,000,000 Works Relief Act of 1935 is being directed toward educational building of one sort or another, United States Education Commissioner Studebaker has estimated. Morever as never before in history, old school buildings are being painted up and generally reconditioned. From furnace to sidewalk they are being made more efficient and presentable with Federal funds. Even more schools are being refurbished today than in 1933-34, when an average of about 1,000 per State were remodeled and landscaped under the FERA, according to S. L. Smith, of the Julius Rosenwald Fund.

Progressives at Chicago Place Greater Emphasis on Citizenship

CHICAGO.—Pressing economic and social problems, knocking on all educational doors today, have made themselves heard in the movement for freer, less tradition-bound education. The result is that the annual conference of the Progressive Education Association, meeting here, heard less of the development of the child and youth merely as an individual, and more than ever of the importance of educating youth for the larger duties of citizenship.

"Progressive parents" are seen as key people in this kind of education. Speakers pointed out the need for more parents able to see far beyond the immediate interests of their own darlings, and able to take into consideration the needs of the less-favored children in their communities and in the nation.

That a considerable number of parents have already reached this "progressive" status was indicated by the program of the conference.

Speakers included Miss Ruth Adrus of the University of the State of New York, Dr. Curtis Reese, dean of Abraham Lincoln Centre, and Mrs. Helen Bott of the University of Toronto.

The progress of the Progressive Association itself is seen in this meeting, marking the eighteenth year of the organization. A definition of progressive education at this time is given by Frederick L. Redefer, executive secretary of the organization.

"It is a viewpoint in education . . . a belief that the development of the normal interests of the individual precedes in importance the imposing of standardized subject matter. It assumes that education grows out of human experiences. The new emphasis, as observable at the present conference, is upon current social problems, and the preparation of young people to face them and work for their solution."

Health Check

18,000 Teachers Said To Be Tubercular

ALLENTOWN, Pa.—Dr. D. D. Lees, of the student health service of the University of Pennsylvania, estimated recently that 18,000 teachers who have tuberculosis are instructing classes in the United States. "The incidence of tuberculosis," he said in a prepared address for the 44th annual meeting of the Pennsylvania Tuberculosis Society, "is shown to be one case in forty-eight teachers." He said the figures were based on studies in various parts of the nation.

Asks Funds

Porto Rico Governor Wants More Teachers

SAN JUAN, P. R.—Education is being denied 300,000 children of school age because of an insufficient number of schools and teachers, Governor Blanton Winship has informed the Legislature. Mr. Winship requests an ample increase in the education budget to carry out a school-building program and to enlarge the teaching force. He also asks the Legislature to appropriate a fund to pay the salaries of 200 additional English teachers from the United States. The present number is 100. At least one English teacher is assigned to each town on the island.

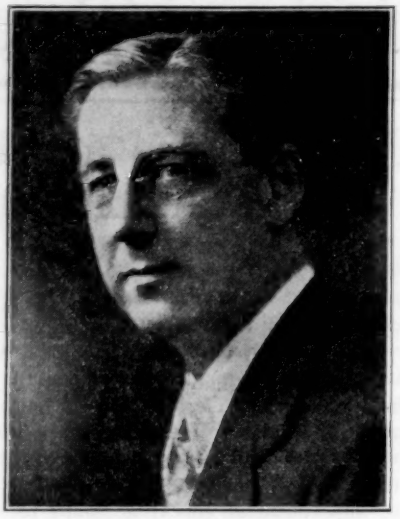
Marital Talks

Syracuse Has Its First Problems Course

SYRACUSE, N. Y.—Syracuse University, senior men and women, will study problems of married life this semester, 100 undergraduates having registered for a series of lecture-discussions led by faculty members. This is the first time in Syracuse history that such a study has been presented for both men and women. Heretofore various phases of marital relations have been taken up in segregated classes conducted by the hygiene and physical education departments. Attendance is voluntary, since university officials were unable to register the course for academic credit before the second semester enrollment period.

Well-Known Educator Becomes Partner in Ginn and Company

Ginn and Company announce that Dr. Burdette R. Buckingham has been admitted to partnership in the firm. Since 1928, when he resigned as Director of the Bureau of Educational Research at Ohio State University to join the editorial department of Ginn and Company, he has been in charge of the elementary and junior high school publications of that firm.



B. R. BUCKINGHAM

Dr. Buckingham (B. A. and M. A., Wesleyan University, Connecticut: Pd. B., State Normal College, Albany, New York; Ph. D., Teachers College, Columbia; Ed. D., Miami University) has had long and varied experience in the field of education. After several years as teacher of mathematics and principal in schools in New York he became successively chief statistician in the office of the city superintendent of schools, New York; educational statistician for the State Board of Education at Madison, Wisconsin; professor of education and director of the Bureau of Educational Research at the University of Illinois; and director of the Bureau of Educational Research at Ohio State University. He has also been a lecturer on education and a member of the faculty at the Harvard Graduate School of Education. He is the author of several books.

Dr. Buckingham has been a director of the National Society for the Study of Education, a member of the American Statistical Association and of the National Research Council, and a fellow of the Royal Statistical Society, London. He is now a life member of the National Education Association, a member of the Educational Research Association, of which he has twice been president, and a member of the American Psychological Association, of the National Council of Teachers of English, of the National Council of Teachers of Geography, and of the National Council of Teachers of Mathematics.

New Alphabets

Sixty-eight Invented For Soviet Countries

MOSCOW.—Sixty-eight new alphabets, together with typewriters to type them and shorthand systems for stenographers, have been invented in the U. S. S. R. during the last ten years, according to the Council of Nationalities now meeting in the Kremlin. The alphabets were required for the languages spoken by 25,000,000 Soviet citizens of various races living in remote parts of the U. S. S. R., and all hitherto illiterate. The Latin alphabet was used as the basis of the new alphabets. Symbols were added to represent sounds unknown to the Indo-European group of languages. Books and periodicals are now regularly printed in these tongues which had never before been written down.

Fund Record

Harvard Alumni Give For Unrestricted Use

CAMBRIDGE, Mass. — Setting a record believed to be unequaled by any other alumni group in America, 7,883 Harvard graduates contributed in 1935 to the Harvard Fund, which is a permanent organization for receiving contributions for the unrestricted use of the university. Gifts to the fund last year totaled $81,994. Total donations to the fund have been $1,234,930, only a small part of millions given to the university during the ten years of the fund's existence. During the present tercentenary year at Harvard the income of the fund will be credited to the special 300th anniversary fund established by President Conant for professorships and scholarships.

For Policy Study

Miss Woodbury Picked As Consultant Ex-officio

BOSTON.—Miss Grace I. Woodbury, president of the Massachusetts Teachers' Federation, has been appointed consultant ex-officio by the Educational Policies Commission at its recent meeting in Washington, D. C. The commission, appointed for a five-year term in December, 1935, by joint action of the National Education Association and the Department of Superintendence, will develop long range planning for improvement of American schools. Its policies will be formed from its contacts with educational and civic leaders serving as consultants in all parts of the country. Duties of consultants include receiving of important materials prepared by the commission, expressing opinions on issues submitted, and raising additional issues to be considered.

League Contest

1,000 Schools Entered In Nation-Wide Tests

NEW YORK. — The educational committee of the League of Nations Association announced recently that nearly 1,000 schools had enrolled in the tenth national high school examination on the League. The examination, open to all high school students under the age of twenty-one, will be held on March 27. A trip to Europe is the first prize. In addition, Dr. Hamilton Holt, president of Rollins College, has offered a scholarship for the best paper.

Carry On

End of City Schooling Brings Private Help

SPRINGFIELD, Mass.—The Young Women's Christian Association has promptly met the opportunity to serve 300 Springfield girls who will be forced to drop postgraduate studies when the public school graduate courses are discontinued because of municipal budget retrenchments. The Y. W. C. A. is arranging to provide teachers for typewriting, shorthand, and English, and also to direct leisure time activities. Cooperation of all organizations in the city has been asked in meeting the problem of continuing education.

Student Minds

Bewildering Variability Found Upon Examination

NEW YORK.—In seven years of testing some 10,000 college and high school students in various parts of Pennsylvania, Dr. William S. Learned, according to the annual report of the Carnegie Foundation for the Advancement of Learning, has grown used to seeing a certain number of freshmen, and even high school youngsters, outrank the average college senior in achievement. In one college, for example, if students had been graduated on the basis of tested achievement rather than years spent in the institution, only 28 per cent of the senior class—fifty-two individuals—would have received diplomas. For the rest, the graduates would have comprised 69 juniors, 48 sophomores, and 49 freshmen, he said. From top to bottom, the higher educational ladder shows the same "bewildering variability" in the content of student minds, he holds.

Among the Schools

Teachers Strike

Demand Payment Of $50,000 Back Salary

SCRANTON, Pa. — A strike of sixty-seven school teachers in Jessup borough, called in protest against non-payment of wages, kept more than 2,000 pupils out of their classrooms. The teachers, demanding $50,000 in overdue salaries, said they would stay away from classes until they are paid. The borough school board, contending collection of taxes has been too slow to keep up with the payroll, said funds to meet the demands were not available. This is said to be the third strike in three years involving members of the Jessup Teachers' Association. There is hope that the teachers' action may hasten approval of an emergency $25,000 State appropriation.

Safety Course

PAWTUCKET, R. I. — School Superintendent Frank A. R. Allen has proposed that junior high school pupils be given a sixteen-week course in automobile driving and highway safety. At the end of the course, he said, pupils over sixteen years of age would be ready to apply for a state driver's license. Mr. Allen said he would seek the establishment of the Junior Motor Vehicle Clubs at which members of the State police force and of the Rhode Island Safety Council would give instruction. The course would be directed by school officials.

Winter Sports

Skiing Influences Classroom Studies

LAKE MOHONK, N. Y.—At the Mohonk School here where everybody skis, from the headmaster to the youngest student, a mathematics and mechanical drawing class is now engaged in enlarging to scale a map of the ski trails on the school's 7,000-acre tract. This is but one instance of skiing enthusiasm in many college preparatory schools this Winter being used to illumine classroom studies. Vermont Academy and Dartmouth College pioneered a quarter-century ago in adopting Winter sports. Now most of the schools in the so-called snow belt feature them as a regular part of physical education.

A New Approach to Biology By Lancaster High Students

LANCASTER, Pa.—Pupils in the biology course at Stevens High School here, no longer receive instruction from books and preserved specimens alone. They learn from motion-picture camera studies, from living specimens and from models. Excellent models, enlarged many times, have been made by the pupils themselves.

The work began a few years ago by modeling several microscopic animals in plaster of Paris enlarged about 50,000 times. These were first made, with every detail seen under the microscope, in modeling clay, then in plaster-of-Paris casts decorated in enamels. The pupils learned so much about the animals they studied to enlarge, and worked so energetically, that since then fifty such projects have been undertaken, including completely dissected models of the grasshopper, cray-fish, frog, hydra, earthworm, root, stem, leaf, and flower.

A description of the life and habits of the birds shown (new this year) as well as of the more conspicuous plants is placed on the swinging panels at the sides of the exhibit. These biology projects are prepared under the direction of Henry A. Hoover, science teacher.

Lynch Promoted

Former Principal Now Superintendent

NORWOOD, Mass. — Lincoln D. Lynch, principal of the Norwood Junior High School since September, 1933, has been appointed superintendent of schools, according to an announcement by the chairman of the school board, John Conley. He succeeds Leonard W. Grant, who resigned. He came here from Bridgewater in May, 1933, as a teacher and assistant coach of the high school football team.

No Make Up

Revere Need Not Recapture Lost Time

REVERE, Mass. — It will not be necessary for the pupils of Revere schools to make up two weeks of school time lost because of infantile paralysis, according to a ruling by James G. Reardon, State Commissioner of Education. The state school year is designated as 180 days. Ordinarily, such a loss would be made up by keeping schools open for the required time after the scheduled start of summer vacation.

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Query Honesty

Teachers Ask Students About Sportsmanship

AKRON, O.—A questionnaire study of student attitudes has been completed by the Akron Teachers' Association. Of the 38,049 untrammeled responses, the study shows that 67 per cent of Akron students are positively honest and sportsmanlike; they respect and obey parental requests. Seventy-five per cent are temperate; 51 per cent have a sharing disposition; 81 per cent are charitable by nature; and 69 per cent have commendable church attitudes. The composite of these ratings, according to the computations, shows that 69 per cent of the students in Akron have commendable ratings. One thousand ninety-four students participated in answering the questions. Among the true and false questions asked is one dealing with the statement, "If I found a fountain pen, I would seek its owner."

Home Work

School Head Would Ease Pupils' Burdens

WOONSOCKET, R. I. — Declaring in his monthly bulletin to teachers that the matter of home work had been overdone by some teachers, Leon M. Farrin, superintendent of schools, recently told the teachers that "some of our children are working longer hours than the child labor laws would permit in sweat shops. I have had for some time a sneaking suspicion that much of the home work given out could well be omitted anyway without serious detriment to the education welfare of the child." He said he was not advocating "the extreme of no home work" but was simply cautioning the individual teacher that others might be giving out home work at the same time.

Fire Prevention

North Carolina Opens Campaign in Schools

RALEIGH, N. C.—North Carolina's campaign against forest fires will be carried into the public schools where it is hoped to impress upon pupils the importance of being careful in little things that might cause fires. The public schools, it was announced here by W. C. McCormick, forester for the State Department of Conservation and Development, have agreed to enter into a co-operative program designed to carry the message of fire prevention into the homes. Motion pictures will be used to show the disastrous effects of forest fires. Consideration is being given to obtaining a sound picture.

Road Safety

Schools Asked to Teach Good Auto Operation

SAN DIEGO, Calif.—Students in the California high schools should be instructed how to operate motor vehicles, delegates to the California Association of Highway Patrolmen resolved here at their annual convention. The resolution was adopted after receipt of telegrams and letters from educators and law enforcement officials.

Favor Pupils

Storm Absences Bring No Handicaps

SCHUYLKILL HAVEN, Pa. — Blizzard weather received official recognition from the local school board recently when it voted that the day of school lost because of a storm would not have to be made up at the end of the term. It also made the decision that pupils tardy or absent a few days later due to misinterpretation of the fire whistle would not have to make up their work. The board scored individuals who took upon themselves the responsibility of giving out information to the pupils that there would be no school session on the day referred to. No action whatsoever had been taken by the board or the authorities to have the pupils advised by blowing of whistle as to whether there would be school or not.

Pay in Hand

Principal Finally Receives Salary Check

MONSON, Mass.—Henry O. Holley, principal of Monson High School, recently received his first salary check of the current school year. Mr. Holley's pay envelope has been held up since last September by a deadlock in the town's school committee. The committee was split three to three until townspeople took things into their own hands and voted at the annual town meeting to reduce the committee from six to five members. The reorganized board voted, three to two, to sustain Mr. Holley's salary of $2,750 yearly and his pay days now are in order again.

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More Pay

Athol Restores Salary Reductions

ATHOL, Mass.—By an almost unanimous vote, one-fourth of the pay cut imposed on school teachers and other town employees three years ago was returned at the annual budget meeting here. The restoration will increase the tax rate 64 cents on each $1,000 of property valuation.

High Honor

Negro Picked as Class President

AMES, Ia.—Jack Smith, Negro, has been elected to the presidency of the class of 1936 in the local high school. He was president of Homeroom 205 and vice-president of the Student Council in his junior year. The duties of the officers are many and varied. With the senior homeroom presidents and one representative from each senior homeroom, the officers meet to form the Senior Senate. This body is the governing group of the class, taking care of all the senior activities.

Tribute

Miss Cary Resigning Is Given Benediction

PROCTOR, Vt.—Miss Bertha Cary, grade school teacher here for forty-six years, has tendered her resignation to the school board. In accepting it the board replied: "Children and children's children truly have risen and are rising up to call you blessed. Our words are inadequate to convey our feelings or the wealth of gratitude they reflect, but the lives of greater fruitfulness on the part of that legion who have been enriched by your ministrations should be a most satisfying benediction to your leave-taking."

A HISTORY OF MOSAICS

By Edgar Waterman Anthony, M. Arch., Ph.D., Harvard

READER'S EDITION, Gold Stamped, 496 pages, 80 plates, 300 illustrations, Notes, Complete Bibliography, $7.50.

COMMENTS

Ralph Adams Cram, Architect: "An event of prime importance. . . . It is the only book in English—or in any other language, so far as I know—that deals with this great art as an historical and aesthetic unit."

Frank Jewett Mather, Jr., Princeton University: "So vast a work in so thorough and competent a manner puts us all in the author's debt who even had the grace to make an encyclopaedic book very readable."

Frederick Mortimer Clapp, Director The Frick Collection and Art Reference Library: "Rarely has any province of art been treated with so convincing a scholarship and completeness."

Ernst Diez, Bryn Mawr College: "'A History of Mosaics' fill a lacuna in the literature of History of Art."

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What He Needed

Candidate—"I want housing reform! I want educational reform! I want—I want—"

Heckler—"Yes, we know. You want chloroform."

• •

Most Anything

Mrs. Schwartz had been feeding a stray cat all winter. Each day it came to her back door. Mrs. Schwartz was going away one week-end, and left the following note under her neighbor's door:—

"Dear Mrs. Samuels: Would you please put out a little food each day for the cat I've been feeding? It will eat almost anything, but don't put yourself out."

Sorry Now

"Two years ago when you were our landlord we used to call you a skinflint, a shylock, a money grabber, and a bandit."

"Yes, but surely you haven't come over all the way from the other side of the city just to tell me that?"

"No, but we've bought our own house since, and after figuring up the rates, the ground rent, the income tax, and the cost of repairs, we've come back to apologize!"

• •

So What!

He showed every promise at school except that he always muddled his past participles.

After saying: "I have wrote," the teacher explained to him how wrong it was, and told him to write: "I have written" 100 times.

The lines were left on the teacher's desk with the note: "I have wrote 'I have written' 100 times, as you told me, and now I have went home."

Substantially Right

Teacher—"What are the three verb forms?"

Pupil—"Indicative, interrogative, and imperative."

Teacher—"Give an example of each, using the word 'sick'."

Pupil—"Tom is sick—Is Tom sick?—(pause)—Sick 'em, Tom!"

• •

Page the Ogre

Mother caught Willie telling a lie.

"Willie, I'm surprised at you," she declared. "Do you know what happens to little boys that tell lies?"

"No," replied Willie sheepishly.

"Why, a big ogre with one eye in the centre of his forehead catches the little boy and takes him away off to the moon, where the little boy has to stay for the rest of his life," she said.

"Now you must promise mother you'll never tell another lie as long as you live. It's awfully wicked."

STUDY TYPE OF READING EXERCISES

By Ruth Strang

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